"PERSONAL VALUES AND WELL BEING OF THE ADOLESCENTS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES"

SYNOPSIS OF THESIS

Submitted by

Nisha

Registration No. **: AU23EDPhD0113**

Under Supervision of

Dr. Devender Kumar

In Partial Fulfillment of the Requirement for the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FACULTY OF EDUCATION, BASIC SCIENCE AND HUMANITIES

ABHILASHI UNIVERSITY

CHAIL-CHOWK, MANDI (H.P.) – 175045

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AUGUST 2025

CERTIFICATE

This is to certify that the thesis titled **"PERSONAL VALUES AND WELL BEING OF THE ADOLESCENTS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES"** is and original piece of work done by Nisha under any supervision for the degree of Doctor of Philosophy, in Abhilashi University, Chail Chowk, Mandi, H.P. I also certify that this work has not been submitted to any other University for a Ph.D degree.

Place: *Chail Chowk*

Date:

Signature of the Supervisor

Name of the Supervisor

(Dr. Devender Kumar)

DECLARATION

I hereby declare that the dissertation synopsis entitled **"PERSONAL VALUES AND WELL BEING OF THE ADOLESCENTS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my orginal work and dissertation has not formed the basis for the award of my degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University of Institution for the award of any degree or diploma.

Place: Chail Chowk

Date: 21.8.25

Nisha

Signature of the Scholar

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TABLE OF CONTENT

SR. NO.	CONTENT	PAGE NO.
1.1	**INTRODUCTION**	1
	1.1.1 Concept of Values	2
	1.1.1.1 Definitions of Values	2
	1.1.2 Concept of Personal Values	3
	1.1.2.1 Definitions of Personal Values	3
	1.1.2.2 Characteristics of Personal Values	4
	1.1.2.3 Types of Personal Values	4
	1.1.2.4 Dimensions of Personal Values among Adolescents	6
	1.1.2.5 Factors Affecting Personal values	8
	1.1.2.6 Importance of Personal Values for Adolescents	10
	1.1.3 Concept of Well-being	12
	1.1.3.1 Definitions of Well-being	12
	1.1.3.2 Dimensions of well-being	13
	1.1.3.3 Factors Affecting Well-being	14
1.2	**REVIEWS OF RELATED LITERATURE**	**15**
1.3	**NEED AND SIGNIFICANCE OF THE STUDY**	**22**
1.4	**STATEMENT OF PROBLEMS**	**23**
1.5	**OBJECTIVES OF THE STUDY**	**23**
1.6	**HYPOTHESIS OF THE STUDY**	**25**

1.7	**DELIMITATIONS OF THE STUDY**	**26**
1.8	**OPERATIONAL DEFINITIONS OF KEY TERMS**	**26**
1.9	**METHODOLOGY**	**27**
1.10	**SAMPLING**	**27**
1.11	**VARIABLES OF THE STUDY**	**28**
1.12	**RESEARCH TOOLS TO BE USED**	**28**
1.13	**RESEARCH LAYOUT**	**29**
1.14	**STATISTICAL TECHNIQUES TO BE USED**	**30**
	REFERENCE	**31**

1.1 NTRODUCTION

"When values, thoughts, feelings, and actions are in alignment, a person becomes focused and character is strengthened."

— John C. Maxwell

Education is vital for attaining full human potential, evolving an impartial and just society which further helps in promoting national development. Education empowers people. It is a crucial factor in determining the modern world. Education is a system through which society offers knowledge, skills, and values to people. The key role of education is to improve personal lives and guarantee that society functions well. Education is a vital tool which offers knowledge, skills, and information helping people to recognize their civil rights and obligations toward their family, society and nation. It widens our outlook to see the world. Education boosts creativity and supports us to explore novel ideas which further can determine the nation's development. It is education which offers a platform to inculcate and strengthen values that endorse a sense of belongingness to a global community, individual's personal growth and social responsibilities. Education plays a crucial role in inculcating values by fostering critical thinking, promoting ethical decision-making, and equipping individuals with the knowledge and skills to become responsible and engaged citizens, ultimately shaping a more just and equitable society. Education is considered as a process that makes man human beings and develops values among men to make them superior to all living beings. It is education because of which human beings are acknowledged as the superior creature of Almighty.

Value education is a compulsory part of the educational system that targets to foster holistic development in students, promoting moral, intellectual, emotional, and social growth. It focuses on instilling core values such as responsibility, integrity, respect, and empathy, which guide individuals in making ethical decisions and leading fulfilling lives. In today's complex and fast-paced world, value education is more important than ever, as it helps students navigate challenges, build resilience, and develop a strong sense of purpose. Rather than being treated as a separate discipline, value education should be integrated naturally into the broader curriculum, ensuring that students learn values through their experiences and interactions. This

holistic approach fosters the development of all rounded, responsible citizens capable of contributing positively to society. Through value education, students not only gain academic knowledge but also develop the ethical foundation necessary to succeed both personally and professionally. The integration of value education within the broader educational system is vital for fostering balanced, responsible individuals who contribute positively to society. We are living in a world which is focused on technological progressions. In this rapid changing world, one needed part of education which gets ignored is value-based education. Value education is not just giving knowledge. It is about inculcating a set of basic ethics and values in students that monitor their conduct, actions, choices, and behavior during the course of their life. The basic human values include honesty, respect, sympathy, accountability, truthfulness and many more. The key goal of value-based education is to nurture not only the knowledgeable individuals but have to raise ethically upright people who add positively to society.

1.1.1 Concept of Values

Values are individual beliefs that motivate people to act one way or another. Values assist as a guide for human behavior. People remain liable to accept the standards and values which they receive by birth. Values plays very important role in integrating a person socially. They help individual to day to day life. Society sets some norms about our behavioral values which are socially shared ideas what is right, good and desirable. Values exert the foundations for understanding the behavior and motivation because values influence individual's perception. Traditional Indian values are truth, beauty, simplicity, spirituality, tolerance, non-violence etc.

1.1.2.3 Definitions of Values

Some of the scholars have defined values as:

Jean Piaget (1932) viewed values as part of moral development, where children and adolescent progress from egocentric moral reasoning to understanding fairness and justice.

Dwivedi (1979) "Values are beliefs about what is desirable and good and what is undesirable and bad."

Sanyal (1991) "Basically, value reflects once direction of preference for things to be evaluated. In line and order of preferences each individual and specific group possesses a 'value profit' that revel his degree of preference for different things."

Schwartz (1992) defined that, "Values are transitional goals, varying in the importance that serves as guiding principle in the life of a person or other social identity"

Stephen R. Covey (1994) defined that "Values are social norms – what is right and wrong. Principles are natural laws that are external to us and that ultimately govern consequences"

1.1.3 Concept of Personal Values

The personal values are vital to personality as they help to identify what one believes in and what makes them happy. Personal values are those fundamental principles which guide our behavior. Personal values are concerned with one's beliefs. It's important to know about one's personal values are because they help in making important decisions in life. Essentially, values are the standards by which we live. Values can change depending on how old individual is or what kind of life experiences they have. Personal values are one's own ethics and personality goals. Values form the basis of one's identity.

1.1.3.1 Definitions of Personal Values

Some of the scholars have defined values as:

John Dewey (1939) defined values as "the active, persistent, and careful consideration of beliefs or actions in light of their consequences. " He emphasized that values develop through education of experience.

Theodorson and Achilles (1969) "Personal values or individual values are the values to which an individual is committed and which influences his behaviour."

Salom H. Schwarta (1992) defined "Personal values are desirable, trans-situational goals that serve as guiding principles in person's life."

Stephen R. Covey (1994) defined that "Personal values are what we believe to be important in the way we live on work. They define our priorities and guide our decisions"

1.1.2.2 Characteristics of Personal Values

Some characteristics of personal values are as:

1. These contains judgmental element
2. These carries individual and group ideas regarding which is good or bad which is preferable.
3. Personal Values may be specific.
4. These changes as experience changes.
5. These are personal.
6. Personal values are central to the person.

1.1.2.3 Types of Personal Values

Various types of personal values are:

i. Terminal and instrumental values

Terminal values are those values that individual wants to achieve in his or her life. Instrumental values are those values which help to attain terminal goals.

ii. Ethical values

These values are beliefs that help a person to take his decision and evaluate his work. Ethical values help to create positive relationship with other individuals. Honesty, loyalty, kindness are some examples of ethical values.

iii. Spiritual values

Spiritual values direct a person toward an ethical and harmonious life and focus on inner development and connect the individual to the divine. Spiritual growth purify our mind, heart by cultivating truth, peace, compassion, love,

humanity, forgiveness, gratitude, and self-discipline. These all leads individual controlling desires and living with peace.

iv. Physical values

Physical values refer to those habits of adolescents which promote physical fitness and growth. These are vital for the development of adolescents. Physical activities stimulate physical health, mental health, personal hygiene and awareness of health. Physically fit adolescence is aware of balance diet, exercise, hygiene, stress management, sleeping cycle, right posture, etc. Physical value is essential for the physical development of an individual.

v. Aesthetic values

It is ability to enjoy beauty in different form like music, art, nature, literature and fashion. It helps to develop creative art, self-expression and boost emotion well-being. It increases love for creative activities, artistic hobbies and appreciation for culture.

vi. Family values

These values are guiding principle which directs the individual's relationship and behavior within the family. Adolescents adopt many values from family which shape their adulthood.

vii. Cultural values

Cultural values of an adolescent are the customs, beliefs and traditions come from his or her ancestors and passed from one generation to the next. Culture value creates sense of identity, and forms the behavior of adolescent. Cultural values are traditional values or cultural belonging of an individual which guide them to understand their heritage and develop harmony to social environment.

viii. Environmental values

Values that boosts respect, care and accountability of the individual towards the nature and environment. It is our duty to save and protect environment from human action. Adolescent must be aware the effect of human activities on its surroundings.

ix. Organizational values

All societies have some formal and informal code of behavior. Role demands refer to the behavior related with the particular societies.

1.1.2.4 Dimensions of Personal Values among Adolescents

There are some dimensions of personal values of adolescents as:

i) Commitment

Commitment is one of the strong value of human beings. It refers to compile loyalty, faith and dedication toward any goal principle or personal task. In commitment person remain honest and responsible to his task. Person remains devoted to keep his promise and words.

ii) Challenge

A Challenge is a task be difficult situation, difficult problem that requires struggle, strong determination and technique to face. It examines the capabilities, resilience and willingness to grow.

iii) Problem solving

Problem solving is an imperative skill. It has a dynamic part in the success of human being. Problem solving is not a limited to some aspects but it is essential for every aspect of life. In adolescent life it encourages learning and helps them to face challenges. It develops the positive approach among students.

iv) Group work

Group work is a progression in which several individuals work collectively with co-ordination. In group work, individuals work in an organized way for the achievement of desirable goal. There is partition of task among people based on skill and strength.

v) Discipline

It is a self- control and obedience of some rules, regulation and time. It is consistency of maintaining regularity in work to achieve long term success.

vi) Hard work

Hard work as a value is a belief in diligence. Hard work is a continuous and dedicated process put into compiling any task. It manifests strong determination, dedication, continuity and persistence of an individual to achieve his or her goals. Success can be attained through the key of hard work.

vii) Honesty

Honesty is the property of individual of being fair, truthful, sincere thought, words and actions. It is a fundamental value that forms trust, strengthens relationship, and foster a just society.

viii) Punctuality

It is routine habit of an individual which enable him to complete his or her work on time. Punctuality refers respects, responsibility and discipline for the time of others. Punctuality cares for the time and value for it. It ensures efficiency in both educational area and social area.

ix) Self- Dependence

This is a characteristic of an individual to become strong, making decisions taking action and believing in one's abilities and judgment. It is an ability of adolescents to adjustment in any situation and finding solution for their problem. It is being self-sufficient and overcome difficulties by using their own resolutions and skills.

x) Co-operation

Cooperation is an act of collaborating with one another for the common goal or shared benefit. It is sharing of resources and supporting each other

to achieve a desired goal. Cooperation is very important in many aspects of life for team work. It is essential for companionship, harmony, efficiency and success of team. It helps in enhancing friendship, humanity and work efficiency among people.

1.1.2.5 Factors Affecting Personal values

Some of the factors affecting personal values are as:

i) Family

Family affects the value pattern of adolescents. Adolescents pick up from the conduct and behavior of their parents. Parent's relations with each other affect the behavior of the adolescents. Environment of family creates values among adolescents.

ii) Social Environment

The social Environment also influences the individual. Adolescents also acquire from their society, societal group and neighborhood. Neighborhood has a great impression on the value formation among adolescents. Adolescence is a sensitive phase in which individual undergoes speedy change in physical, mental and emotional aspects. So the surrounding environment has a major impact on the behavior, mental health and thinking process of adolescents. Positive values are result of peaceful surrounding whereas negative or unstable environment cause aggression and stress. Unstable environment can harm performance and achievements of individuals.

iii) Culture

Culture also affects the value of adolescents. Tradition and customs are the part of life of an individual. Individuals celebrate their family functions, take parts in rituals and learn traditional values from their elders. Culture acts as a driving force in the evolution of human being. An adolescent is a member in a social culture.

iv) Religion

Religion has vital impact on personal value of adolescents by affecting their beliefs and moral values. In adolescence period, adolescents learn many values. It is the period of identity formation. Religious activities teach the adolescents how to navigate challenges of life. Religion can also cultivate the value of co-operation, stability and responsibility among adolescent.

v) Peer Groups

Peer groups, friends, classmates, etc. also affect the values of the individuals. Peers provide emotional support and they help adolescents to develop social skills like communications. Positive peer relationship boosts self-esteem and self-confidence among adolescents.

vi) Education

Education is related to value formation among adolescents. School environment, type of teaching, reward & punishment also affects personal value of the individual. Teacher-Children relationship, environment of school influences the value formation in an adolescent. Educated parents, educated society helps to form the positive values among adolescents.

vii) Well-being

Well-being means being healthy by physically, psychologically, socially, and economically. Adolescent's well-being also influenced by values. Well-being of an individual develops from good values. Balanced well-being promotes positive values among adolescents.

viii) Life Experience

A man acquires maximum from his/her individual personal life experiences as well as from other's experiences too. Most of the time utmost of the values which influences the conduct and behavior of an individual is authenticated by the satisfaction. Individuals also learn from their past experiences.

ix) Personal factor

Personal trait, ability, appearance, intelligence and education level of an individual determine development of values.

1.1.2.6 Importance of Personal Values for Adolescents

Personal values are very important for adolescents some of them are as:

i) Identity formation

Adolescence period is a period of rapid growth, when individual is in transitional phase. Individual starts to find his/her identity in this period. Values guide the individual to know its requirements and efficiencies. Values guide individuals to understand who are they and values are key part of person's identity.

ii) Decision making

Adolescents are fascinated towards many things during adolescence period. Values guide them to differentiate between right and wrong. So, values are helpful in decision making.

iii) Motivation

Personal values are also helpful in achievement of desired goal in adolescents. Positive motivation can strengthen the ideas and helps to achieve the objectives of life. Values help to attain the life's goal through motivations.

iv) Morality

Personal values help to develop sense of morality in adolescents. Moral values create respect to other and self. So, they play very important role to shaping the future of adolescents.

v) Education

Personal values motivate the individual and boost the confidence to achieve academic goals. Values cultivate truth, respect, responsibility,

honesty, loyalty & self confidence in the adolescents. Therefore value plays very important role in academic achievements

vi) Stress Reduction

Values like patience, truthfulness, resilience etc. can meaningfully decrease tension, anxiety and stress levels among students which further, lead to improved mental health, wellbeing and better academic performance.

vii) Character Building

It is well known that value-based education is very helpful in character building. It supports students to differentiate among right and wrong and help in endorsing qualities like honesty, truthfulness, and empathy. These values are not only important for personal growth but also needed for developing a balanced, harmonious and empathetic society.

viii) Ethical Decision Making

In today's complex world, ethical problems are very common. Value based education trains students with the ethical decision making skills. It also assists them to come across challenging situations. Ethical decision making boosts critical thinking and improves understanding of the consequences of one's actions.

ix) Respecting Diversity

It is vital to raise respect for individuals who belongs to diverse family and social backgrounds. Value-based education encourages tolerance, open-mindedness and acceptance among students to appreciate diversity.

x) Well-Being

Well-Being is an extensive and wide concept. It is co-related with the personal value. Cleanliness, Hygiene, physical value, emotional value, aesthetic value, psychological value, social value and moral values all enhances the well-being of adolescents.

Values based education is a method that focuses on developing the whole person, rather than just academic achievement. It recognizes that young people need to develop emotionally as well as academically in order to be successful in life. It helps young people to develop a sense of who they are and what is important to them. Also, it gives young people the opportunity to explore their emotions and learn how to manage them in a healthy way. Values based education promotes positive relationships. Certain personal values of an individual are associated with well–being in adolescents. These values guide an individual to take right decisions and also help to interact with others. Understanding personal values are necessary for adolescents as they help them in co-ordination, decision making, personal growth and developing a positive well-being.

1.1.3 Concept of Well-being

One of the primary purposes of a democratic government is to pander the good quality life and flourishing society. Where citizens are in high spirits, healthy, competent and engaged, in other words with high levels of well-being. A good life is the sort of life that one should want to lead because it includes so many optimistic things like feeling happy, fit, healthy, communally allied and purposeful. Well-being is a constructive value that is germane for individuals and for numerous divisions of society. In a general way, Well-being includes global judgments of life satisfaction and feelings ranging from depression to joy.

1.1.3.1 Definitions of Well-being

According to **Bower (1961),** mental well-being is one of the degree of freedom in which an individual has to think alternatives available to deal with the stresses and strains of living.

Hatfield and Hatfield (1992) perceive well- being as the conscious and premeditated process by which people are vigorously involved in lift up their overall well- being, such as Intellectual, , social, emotional, physical, occupational and spiritual well -being.

Ryff and Keyes (1995) viewed that well- being comprises the presence of positive emotions (contentment, happiness), or moods and the absence of negative

emotions (depression, anxiety), satisfaction with life, fulfillment and positive functioning.

Pavot and Diener (2003) defined well-being as the subjective feeling of contentment, happiness, satisfaction with life's experience and one's role in the world of work, sense of achievement, utility belongingness and no distress, dissatisfaction or worry

Field (2009) defined well- being as dynamic state in which the individual is able to develop potential, work productively and creatively, build strong and positive relationship with others and contribute to his/her community. It is enhanced when an individual is able to fulfill his/her personal and social goals and achieve a sense of purpose in society.

In a nutshell, well- being can be defined as individual's feeling of sense of achievement, contentment, happiness and satisfaction with life's experience

1.1.3.2 Dimensions of well-being

Ryff and Singer (1996) have stated six main dimensions of well-being:

(1) **Self-acceptance**

The self-acceptance is a significant feature of well-being and of self-actualization. Keeping optimistic attitude towards oneself arises as a chief characteristic of affirmative emotional functioning.

(2) **Positive relations with others**

Showing love to others is ability and is a crucial part of well-being. For human-beings, self-actualization is mentioned as having robust feelings of compassion and care.

(3) **Autonomy**

An individual having a central locus of appraisal is considered as the completely operative person, where one does not look to others for support, but appraises oneself by individual standards.

(4) **Environmental Mastery**

Well-being is well-defined as a person's skill to select and create environments suitable to their mental conditions. In an integrated background

of positive mental functioning, active participation, and mastery of the environment are key ingredients.

(5) **Life Purposes**

Well-being is demarcated as philosophies that give one the feeling that there is purpose, determinations and significance of life. One who plays their roles positively has aims, goals, purposes and a sense of direction, all of which contribute to the feeling that the life is meaningful.

(6) **Personal Growth**

Optimal mental functioning necessitates developing ones' potential to grow and expand as a person. The need to realize oneself and appreciate ones' potential is essential for personal growth.

1.1.3.3 Factors Affecting Well-being

i) Family

Parents, parenting, family and ethics of family play dynamic role in affecting the well-being of adolescent.

ii) **Peer Groups**

Good relations with friends. Peer develops a happy environment among adolescents which develop a positive attitude among them.

iii) Education

It is a very important factor which influences well-being of adolescents. Educated parents are aware of health of children, their need and well-being. School and environment of school, relation with teachers have a great impact on well-being of adolescents.

iv) Social Environment

Man is a social being. It is related to its social environment. Social environment influences the well-being of the adolescents such as hygiene condition, culture, society, etc. Social groups have a great impact on adolescents.

v) Culture

The customs, ideas beliefs of particular society, social norms and material of racial religious have impact on adolescent.

vi) Religious

Religion and spirituality affect the well-being of adolescents. Religious values change the perspective of individuals and influence the well-being.

vii) Economic status

Poor economic status leads to lack of sanitation and nutrition which cause poor health leading to poor well-being among adolescents.

Adolescence is a phase of physical, mental and emotional development. Well-being is interrelated with personal value of an adolescent. Personal values are those norms which help us to live happily. Values teach us brotherhood, equality, non-violence. Moral values are related to personal life of individuals. Personal values are very important for good life of an individual.

1.2 REVIEWS OF RELATED LITERATURE

Ren, Yang, Chen, & Xu (2024) conducted a study to identify the traditional values among Chinese adolescents' correlation to their mental health. Sample of 500 students was selected for study. Finding concluded that adolescent generally agree with traditional values. Adolescents were not different from each other in traditional values w.r.t to their gender difference. A negative co-relation between traditional values of adolescents was found. The research indicated better mental health was related to higher score of traditional value. The result of this research indicated positive influence of traditional values in the well-being of adolescents.

Sood (2024) conducted a research on adolescent's relation to their self-esteem and personal values. Study used the mix method of research. Data collecting method was qualitative method. Sampling was done by random sampling technique and administrated on 772 students of 9^{th} and 10^{th} standard. Government and Private school situated in rural and urban areas were selected. Study covered ten education blocks of Hoshiyarpur. Study revealed that there was no significant difference found in male

and female adolescent reading in Government and Private school on the basis of leisure time activity and self-esteem. Study concluded that there was a significant difference in values between male and female adolescents in regard to their school.

Ali and Ahmad (2023) conducted a study on personal value orientation among adolescents as the function of gender effect. The study was based upon studying various dimensions of the personal value orientations among adolescents. Study was conducted on 450 adolescent boys and girls of senior secondary schools. Data was collected through Personal value questionnaire by Sherry and Verma. The data was analyzed by t-test. The result showed that male and female did not differ significantly on religious value, hedonistic value, democratic value, aesthetic value, family prestige, economic value. Study also revealed that adolescent boys were found more social as compared to adolescent girls and adolescent girls showed significantly more orientation toward democratic values than boys.

Kaya, Kartas and Isler (2023) studied the effect of personal values on self-esteem and meaning of life in adolescents. This cross-sectional study was conducted with the 404 adolescents in Turkey. The data was collected by portrait value questionnaire, the Rosenberg Self-Esteem Scale and the meaning of life questionnaire. Descriptive research was used to analyze the data. Multivariate correlation and regression analysis were performed. The study revealed that there was a positive relationship between personal value score of adolescents and self-esteem. The study also revealed that adolescents had good individual values, moderate self-esteem and meaning in life. Study investigated that individual's values had positive effects on adolescents.

Kushwaha and Kumar (2023) conducted a study on middle stage students to analyze relationship between personal values and academic achievement. Sample of 520 middle stage students were drawn from Kanpur, Nagar and Kanouj district by descriptive survey method. Personal value scale developed by Dr. Madhulika Verma and Vindeshwari Waxar Parwar was utilized for collection of data. The academic achievement was calculated through previous year annual examination result score. Critical ratio was calculated to access the significant difference between personal value score, between high and low achiever students. Study revealed that there was a significant difference in high and low achiever students on the basis of correlation

analysis. It was concluded that there was a statistically significant positive co-relation between personal values and academic achievement among adolescents.

Akca and Alabay (2022) explored the relationship between personal values and self-efficiency perception among adolescents. The study conducted with 390 students reading in high school in Bura. Sample was collected by cluster sampling method. There was positive correlation between self-efficacy and sub-dimensions of personal values. Hierarchical regression analysis, t- test and ANOVA were used in the study. Self-efficacy was positively related with values such as discipline-responsibility, honesty-sharing, sharing-respect, and respect-accuracy. Study also concluded that self-efficacy predicted personal values positively and that both self-efficacy and personal value were different in terms of perception of academic, achievements, class and parental attributes.

Anmol (2022) studied the locus of control and dimensions of well-being both in boys and girls. This research was based upon the dimensions of well-being such as optimism, happiness, motivation etc. Analysis of variance (ANOVA) on self-esteem shows non-significant effect for male and female. The researcher short listed 878 students, 451 boys and 427 girls for the study. Girls reported higher in level of happiness. Boys expressed higher level of challenge and stable healthy personal relationships. There was no significant difference reported in motivation, need of achievement anxiety of achievement relevance of school and attitude toward the school.

Ratra and Singh (2022) conducted a study to investigate the level of personal well-being and its relation to happiness among Indian adolescents. Mixed method of research design was used to collect the data. Total 541 participants took part in this study. Group of adolescents were divided into three age groups; 11 to 14, 15 to 18 and 19 to 23. Study was conducted in Delhi. 495 participants of age group 11 to 23 years were selected as a sample. Personal well-being index was used. Study revealed that group of 19 to 23 years was found happier group then the age group of 11 to 14 years and 15 to 18 years. Study concluded that women were higher in achievement levels than men whereas the levels of men were higher in happiness than women.

Chandani (2021) conducted a study on spiritual intelligence among adolescents in relation to family climate and well-being. Main objectives of the study

were (i) to study the spiritual intelligence of adolescents, (ii) to study difference between boys and girls on the basis of spiritual intelligence, (iii) to study the difference on the basis of spiritual intelligence among urban and rural adolescents, (iv) to study the well-being in relation to gender difference. The sample was taken from Government school students. Adolescents of ninth grade were selected. Researcher used the simple random sampling. The study was based on five dimensions of well-being such as physical well-being, emotional well-being, social well-being and economic well-being. Data was collected from Faridkot, Shri Muktasar Sahib and Moga in Punjab. Sample of 600 students reading in 9^{th} grade was taken. Well-being scale by Singha J. Gupta 2007 was used. Research concluded that there was significant difference between rural and urban climate of the adolescent. Investigation found that there was no significant difference between boys and girls in well-being in relation to their gender. Research revealed that there was a significant difference in adolescent with relation to their locality.

Dubey (2021) conducted a study on adjustment problem of adolescents in rural government school of Punjab in relation to their personal values, self-esteem and locus of control. The study was conducted in Punjab. In the study, descriptive research method was used. Adolescents were taken from government school located in rural areas. These schools were affiliated to Punjab school education board. Sample of 600 students contained 300 male and 300 female adolescents. The study concluded that there was significant relationship between problem of adjustment and personal values and self-esteem. Problem of adjustment and locus of control were negatively and insignificantly correlated. Personal values and locus of control after adjusted controlling, affected the correlation of problem of adjustment. Problem of adjustment was significantly different for specific gender, especially for problem of school adjustment which is different for change in gender. Personal value was significantly different for specific gender especially for economic value as it was positively correlated.

Nautiyal (2021) conducted a research on effect of different dimensions of socio-economic status of family on the personal values of adolescents. Objectives of the study was to find out the relationship between personal values and self-confidence, impact of locality on personal value of adolescent, impact of gender on personal values of adolescent and effect of type of school on personal values of

adolescents. Normative survey method was use to investigate and interpret the data. Adolescents reading in senior secondary schools were taken as a population. Sample was taken from government and private school situated in district Dehradooon in Utrakhand. Personal values scale developed by Dr. Madhulika Verma and Vindeshwari Waxar Parwar was used to collect the data. Study concluded that there was a significant and positive relationship between mental health and personal values of adolescents and locality did not affect the mental health and self-confidence and personal values of adolescents. Study noted no significant difference between mental health, confidence and personal values of adolescents on the basis of gender. Study also revealed that type of school had an important impact on the self-confidence of adolescents and type of school had no significant effect on mental health and personal values on adolescents.

Sharma and Singh (2021) conducted a study on psychological well-being of adolescents in relation to age. Study reveals that student who cross the age of 20 years was more psychological well as compare to adolescents who were less than 20 years.

Sijitha (2020) conducted a study on influence of parents-child relation on the well-being of adolescents. Parent child relationship scale developed by researcher and efficacy scale invented by Schwartz's and Jerusalem in 1995 was used. Psychological well-being scale by Riff and Singer invented in 1998 was used. Sample was selected by descriptive research method. Study revealed that parents-child relationship affect self-efficacy and psychological well-being of adolescents. Study further revealed that supportive family and parents help to build confidence and trust in adolescents.

Mishra and Kannojia (2018) conducted a study to check the relation between the values use of media of secondary level students. Data was collected from 20 schools by stratified sampling method and 600 students from ninth grade were selected by random sampling method. Study revealed that there was no significant relationship between use of media in and value in adolescents in relation to honesty, truth, self-dependence and co-operation. Study revealed that there was no relationship between problem solving and use of media. Students using media were positive and have more problem-solving ability. Study also revealed that there was a significant

relationship between use of media and values. Investigation concluded that more use of media in student reduced some values such as discipline, group work, facing challenges and punctuality.

Bagga and Saini (2017) conducted a comparative analysis of value system of adolescents and their parents. Study was conducted to compare the value system to access the difference in religious, economic, hedonistic, values. 100 adolescents from two school of Ludhiyana city during the session 2015 and 2016 of the age group 16 to 18 years and their parents (100 fathers and 100 mothers) were selected as a sample. The value system of adolescents and their parents was accessed by using personal value questionnaire developed by Sherry and Verma in 1971. Analysis of data revealed that the level of values and type of values were different in both. Study further revealed that parents valued religion and health more as compared to their children. Likewise, the level of economic and hedonistic value was more in adolescents than their parents. Female adolescents were found to be more aesthetic then male. Male adolescents were found to be more power oriented then their mothers. However mothers had higher aesthetic value then fathers.

Charles and Parikh (2017) studied personal values of higher secondary school's adolescents in relation to their gender difference. Study was conducted in Ahmdabad (Gujrat). Sample consisted of 202 students (118 male and 84 female) was collected by random selection method. Researcher used personal value questionnaire developed by Shery and G. P. and R. P. as a tool for measuring values among adolescents. The finding concluded that female adolescents placed higher economic values as compare to male adolescents. Boys had more power and health value as compare to girls.

Lawrence (2017) conducted a study on general well-being of higher secondary school students. A sample of 200 higher secondary school students were selected from Cheranmahandevi educational district, Tirunleveli in the state of Tamil Nadu India. The research concluded that adolescents studying in higher secondary standard were significantly differing in their general well-being in term of gender.

Medhashree (2017) attempted to find whether there exist a difference in the well-being of Private and Government College going adolescents. In her study she took 200 university students from Hyderabad (India) ranging between 17-19 years.

The data was analyzed by means of descriptive statistics, Pearson's product- moment correlations and two-way ANOVA. The outcomes revealed an insignificant difference in the well-being of adolescents based on their institution type. Study also revealed that gender did not show any statistical significance in determining well-being. Other important correlations were identified that can be helpful in screening for anxious adolescents, predicting low well-being and in designing psychosocial interventions for promoting adolescents well-being and positive health.

Kaur and Kang (2016) studied value orientation among adolescents in India. Study was done in Kapurthala, Punjab to compare the values of adolescents in relation to their gender and locale difference. Sample of 100 girls and boys of age group 14 to 16 years was taken. Study revealed that female adolescents had more values in comparison of male adolescents. Study also revealed that adolescents were significantly different on the basis of their locality.

Rapheal and Paul (2014) examined the role of home environment on well-being of adolescents. Sample of 152 students were selected from schools in Kerela. The study found that there was a co-relation between home environment and psychological well-being of the adolescents. The result of the study concluded that there was a significant difference among the adolescents belonging from different home environment. There was a significant difference among adolescent belonging from low, moderate and high class home environment. It was found that some elements in home environment of adolescents affect the mental and physical well-being of the adolescents.

Geraldine (2002) conducted a comparative study on the factors contributing to the development of values among the pre-adolescent and adolescents. A sample of 1000 students was taken from five schools of Maharashtra State. Study concluded that there was a significant difference between values of pre-adolescents and adolescents. It was also noted that pre-adolescents were more open to influence to all factors. Study also revealed that adolescents exhibit their special characteristics of this stage of growth. The adolescents by nature wanted to be more independent.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

Values are important for a sophisticated human society. Education has a governing role to live life in such a manner which is appropriate to the learner in harmony to the anticipated values, ethics and standards of the society. Many renowned educationists, philosophers and thinkers of the country have focused on different ways which placed importance on the role of education for holistic development of an individual. Great philosopher Swami Vivekananda has truly said that "We cannot have a great nation with men of low character. Character is destiny and character is only precious jewel that one can cherish to wear." India has rich and diverse cultural heritage which is focused on basic human values. Afterwards the independence of India, the Mudaliar Commission (1952-53) had strained upon 'character building' as a significant aim of education an mentioned that "The highest end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and pay to the comfort of the community". Further, the University Education Commission (1962) suggested that "If we omit spiritual training in our institutions, we would be fictitious to our whole historical development". Likewise, the National Policy on Education (1986) has shown worry over the degradation of important values in current era. Further, the Programme of Action (1992) has the view point that education based on ethics, norms and values along with its constituents should be integrated into the curriculum at every stages of school education and must go on up to the secondary school level. Values are obviously precious ornaments which sheen like stars in the character and behavior of the individual who holds those values. India is known as a home of ethics, devoutness, custom, art, music, and literature. But, with the technological and societal advancements, the youth are much concerned with position and substantial gains. They do not care for ethics and values at all. The massive technological developments have fortified infuriated quest of materialism which eroded some of precious values and desensitized youth. Sometimes, youth don't show patriotic emotions. The primary purpose of education is to build character and inculcate basic human values among youth which is becoming a challenge in 21st century.

Adolescence is a critical age of life. In this phase of life, adolescents form their identity, values and habits that impacts their well-being. It is essential to understand how personal values of an adolescent shape his or her behavior and impact the future well-being. It is also essential to understand how well-being of adolescents impacts the value formation in adolescents. Values help in development of good health, decision making and social characteristics. The present investigation will assist to recognize the important aspects influencing well-being of adolescents. It is vital to understand how an individual is influenced by his environment such as family, education, media, culture, society, and religion. Studying relationship between values and well-being can be helpful to recognize long-term consequences in education, social relationship and career.

A lot of research has been done on values and well-being. The studies undertaken earlier related to youth and understanding their person values and well-being has proven valuable. However, no such research has been found that studied personal values and well-being of adolescents together. Hence, studying these two variables together is enormously important. These variables have a deep connection, which not only help in understanding adolescents but also contribute in building a healthier future for them. Understanding a relation between values and well-being will help in creating counseling programs and strategies to manage mental health issues. Values and well-being of adolescents strongly contribute to more responsible and ethical society. Parents, teachers and mentor as well as counselors can use results of the present study in the development of healthy well-being by encouraging positive values among adolescents. Present study is a effort to study the personal values and well-being of the adolescents in relation to the gender, locale and type of school and is justified with the title.

1.4 STATEMENT OF PROBLEMS

"Personal Values and Well Being of the Adolescents in relation to Certain Demographic Variables"

1.5 OBJECTIVES OF THE STUDY

Reviewing the literature and considering the views of the statements following will be the objectives of present study:

1. To study the ‘personal values’ of the adolescents.
2. To study the ‘well-being’ of the adolescents.
3. To study the ‘personal values’ (overall and dimension wise) of adolescents with reference to:
    - Gender
    - Locale
    - Type of school
4. To study the interaction between:
    - Gender and locale
    - Gender and type of school
    - Locale and type of school
    - Gender, locale and type of school

    with reference to ‘personal values’ (overall and dimension wise) of adolescents.
5. To study the ‘well-being’ (overall and dimension wise) of adolescents in relation to:
    - Gender
    - Locale
    - Type of school
6. To study the interaction between:
    - Gender and locale
    - Gender and type of school
    - Locale and type of school

- Gender, Locale and type of school

with reference to ‘well-being’ (overall and dimension wise) of adolescents.

7. To study the co-relation between ‘personal values’ and ‘well-being’ of adolescents:

1.6 HYPOTHESIS OF THE STUDY

The following hypotheses are framed for the present study corresponding to its objectives:

$H_0$1: There will be no significant difference in ‘personal values’ (overall and dimension wise) of adolescents with reference to:

- Gender
- Locale
- Type of school

$H_0$2: There will be no significant interaction between:

- Gender and locale
- Gender and type of school
- Locale and type of school
- Gender, Locale and type of school

with reference to ‘personal values’ (overall and dimension wise) of adolescents.

$H_0$3: There will be no significant difference in ‘well-being’ (overall and dimension wise) of adolescents with reference to:

- Gender
- Locale
- Type of school

$H_0$4: There will be no significant interaction between:

- Gender and locale
- Gender and type of school
- Locale and type of school
- Gender, Locale and type of school

with reference to 'well-being' (overall and dimension wise) of adolescents.

$H_0$5: There will be no significant relation between 'personal values' and 'well-being' of adolescents.

1.7 DELIMITATIONS OF THE STUDY

Present study will be delimited to following aspects:

- 'Personal Values' and 'Well-being' will be taken as dependent variables while 'Gender', 'Locale' and 'Type of school' will be taken as independent variable.
- The study will be restricted to a sample of 1000 adolescents studying in class 9$^{th.}$
- The study will be restricted to Government and Private school affiliated to Himachal Board of School Education Dharamshala, Himachal Pradesh.
- Survey method under descriptive research will be used.

1.8 OPERATIONAL DEFINITIONS OF KEY TERMS

1. **Personal values**

   Personal Values are broad desirable goals that motivate people's actions and serve as guiding principles in their lives. Personal values are the fundamental beliefs and principles that guide an individual's behavior, decision-making, and interactions with others. They shape a person's sense of right and wrong, influence their priorities, and help define their identity.

2. **Well Being**

   Well-being is a holistic state of being healthy, happy, and fulfilled in life. It includes physical, emotional, mental, and social aspects that contribute to a

person's overall quality of life. Here, it refers to the presence of positive factors such as life satisfaction, resilience, and a sense of purpose.

3. **Adolescents**

   Adolescents here refer to those individuals who are in adolescence period. Adolescence is the phase of life between childhood and adulthood. In the present study, students studying in 9^{th} class in government and private schools affiliated to Himachal Pradesh Board of School Education, Dharmshala will be considered as adolescents.

4. **Gender**

   Gender means whether the students taken in study are male or female

5. **Locale**

   Locale means whether the adolescent taken in study belongs to rural or urban area.

6. **Type of school**

   Type of school here means that either the school is run by governments or by private body.

1.9 METHODOLOGY

Descriptive research method will be used in the present study.

1.10 SAMPLING

Multistage sampling technique will be used for collection of data.

First stage

The twelve (12) districts of Himachal Pradesh will be arranged from rank 1 to rank 12 on the basis of the number of schools in each district. This will be done on basis of the report of Statistical Abstract of Himachal Pradesh released by Department of Economic and Statistics Government of Himachal Pradesh, Shimla. After ranking, top four districts will be taken for collection of final data.

Second stage

A list of educational blocks existing in nominated districts will be prepared and educational blocks will be selected by employing random sampling technique.

Third stage

At the third stage, a list of secondary schools in each sampled educational block will be framed and schools will be taken by applying convenient sampling.

Fourth stage

In the last stage, researcher will apply quota sampling to get the final sample.

By following above mentioned steps, a sample of 1000 adolescents of 9^{th} class who are studying in government and private schools affiliated to Himachal Pradesh Board of School Education, Dharmshala will be collected.

1.11 VARIABLES OF THE STUDY

Classification of variables in the present study will be as follows:

Dependent Variable

Following are taken as dependent variables:

i) Personal Values
ii) Well-being

Independent variable

Following are taken as dependent variables:

i) Gender
ii) Locale
iii) Type of school

1.12 RESEARCH TOOLS TO BE USED

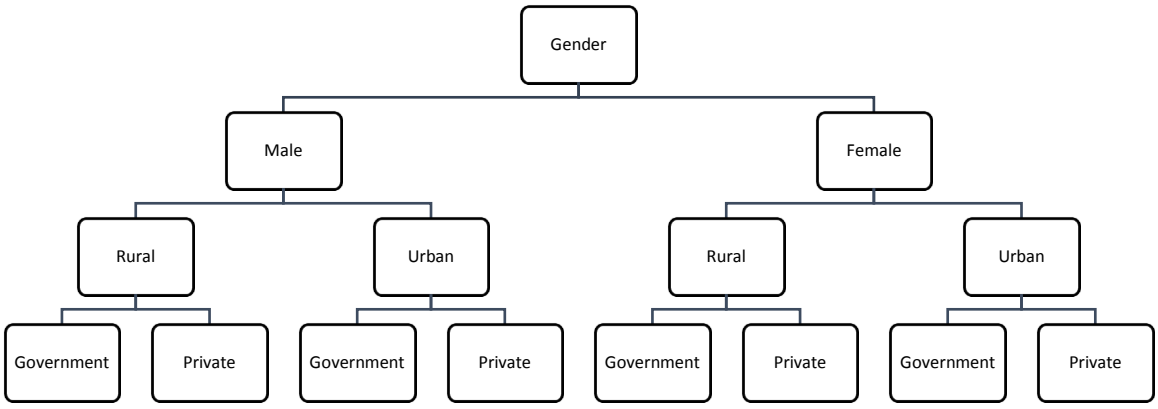
For the collection of data in present study, the investigator will use the following research tools:

i) Personal value Questionnaire by Archana Dubey and Mahendra Patidar (2013)
ii) Well-being Index by V. L. Chauhan and Varsha Sharma (2019)

1.13 RESEARCH LAYOUT

In the present study, 2x2x2 factorial design was used to analyze the main and interaction independent variable (Gender, Locale, Type of school) on Personal Values of adolescents.

Table-1
Layout of the 2x2x 2 Factorial Designs
(Gender, Locale and Type of School)

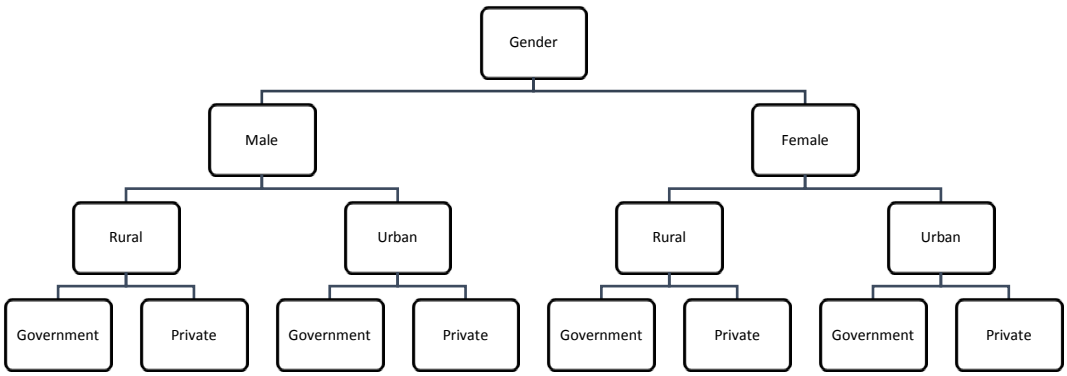


(Scores on Dependent Variable)

(Personal Values Scores for eight groups)

In the present study, 2x2x2 factorial design was used to analyze the main and interaction independent variable (Gender, Locale, Type of school) on Well-being of adolescents.

Table-2
Layout of the 2x2x 2 Factorial Designs
(Gender, Locale and Type of School)



(Scores on Dependent Variable)

(Well-Being Scores for eight groups)

1.14 STATISTICAL TECHNIQUES TO BE USED

In order to achieve the objective of the present study, different type of statistical technique like mean, median, slandered deviation, Pearson co-relation, t-test and ANOVA will be used to study the personal values and well-being of adolescent. Mean, median and mode will be used to describe the average of whole score of sampled data. The standard deviation will be used to measure the variability of scores. Pearson's coefficient of correlation will be used to find out the relationship of the variables. t-test will be used to find the significance difference between two means of independent variables, whereas to test the significances among more than two means Analysis of Variance (ANOVA) will be used

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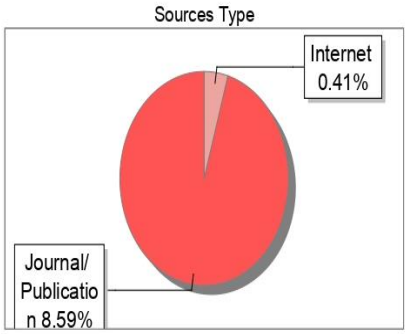

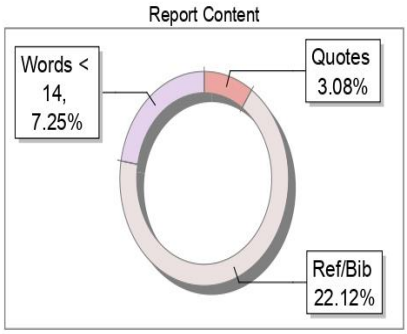

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